R E P O R T

of the

DIRECTOR OF THE SPANISH SCHOOL

to the

DIRECTOR OF THE SUMMER SESSION

Summer Session of 1917
June 30 - August 10

****

MIDDLEBURY COLLEGE,
MIDDLEBURY VERMONT.

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I. THE ENROLLMENT.

While about twenty students were considered as a good start for the Spanish School, the number finally enrolled came to be over three times that originally estimated. So that in point of numbers alone the first session of the Spanish School was decidedly a success.

According to my records, the registration in the Spanish School was as follows:

Number of students regularly enrolled in the Spanish School	59
" " " taking courses in the Spanish School	
" " " from the French School	5
" " " from the English School	4
" " " from the German School	4
Total number of students in Spanish School	72

This total is nearly the same as the combined totals of students in the French and German Schools.

Spanish School

August 31, 1917.

Professor Raymond McFarland,
Director of the Summer Session,
Middlebury College,
Middlebury, Vermont.

Sir:

I have the honor to submit herewith a report on the work of the Spanish School of the Middlebury Summer Session for 1917.

This report will deal with the following topics in the order given:

I. The Enrollment.
II. The Work of Organization.
III. The Teaching Staff.
IV. The Schedule of Recitations.
V. The Courses of Instruction.
VI. The Examinations.
VII. Out of Recitation Activities.
(VIII. The Spanish Club.) omit
IX. Recapitulation.
X. The Outlook for Next Summer.
(XI. Recommendations.) omit

II. THE WORK OF ORGANIZATION.

The task confronting me in organizing the School and getting it started was no small one, if, besides considering that this was its first year, we bear in mind: (1) that where arrangements had been planned for about twenty students, the number finally enrolled was about three times greater; (2) that a large proportion of the students was made up of beginners; (3) that the students were housed in five different buildings (not counting two students who lived in the village); (4) that the number of instructors was wholly inadequate, and (5) that absolutely none of the instructors could be called upon to assist the Director in the executive and administrative work.

In spite of these and other minor obstacles, ~~...~~, on Tuesday, the 3rd of July, (the day after the students had been registered) the recitations were inaugurated, the students having been duly graded (into advanced, intermediate and beginners) and grouped into sections, the lists of which had been posted on the board in advance.

The seating arrangement for the Dining Hall was likewise completed and inaugurated on the same day, the students being grouped according to their degree of proficiency in the language, i.e., advanced, intermediate and beginners. The total number of tables occupied by the Spanish students was eight, each seating from six to eight students.

Inasmuch as there were only five instructors, (including myself), with one assistant, Mr. Bolivar, to maintain the conversation in eight tables, I established a system of rotation by which the instructors changed tables at every meal. This system worked out to the satisfaction of the students and was kept up until the close of the session, although, indeed, it is not in keeping with the dignity of the Direstor's position to have been moving from table to table, instead of presiding regularly at the head table. But in this particular, as in several others, I was willing to forego the privilege for the sake of pleasing the student body.

In a word, the work of organizing the school was accomplished in so far as disadvantageous conditions would allow, and in spite of the discontented attitude of some students in the first days of the school's life.

III. THE TEACHING STAFF.

In spite of the inadequate number of instructors in relation to the number of students, the quality of the instruction given may be said to have been good as a whole, and the work accomplished by the instructors, successful.

Special mention should be made of the efficient and thorough manner in which Mr. Martel and Miss Cuevas gave the courses under their charge, particularly the former, in his course in Spanish literature.

Miss Ben-Oliel also did good work in her elementary course, showing that she is well qualified in handling beginners' classes efficiently, although on the other hand, she lacks a ready command of the language for conversational purposes.

I regret not to be able to report as favorably on the work done by Miss Mercado. In the first place, the fact that she came a week after the School had started, was a circumstance that proved disadvantageous for her, inasmuch as the students who were assigned to her sections were dissatisfied by the change of instructors, thereby becoming prejudiced against her. Add to this yer youth and lack of teaching experience, and we can see clearly the reasons for her rather scanty success.

In addition to the regular instructors, Mr. M. O. Bolivar, a student in Middlebury College, was assigned as my office assistant. Although at first somewhat lax in the performance of his duties, Mr. Bolivar rendered me valuable help in attending to the clerical and minor details, such as typewriting, mimeography, errands, handling the lantern, etc.

In detail, the duties assigned to the various members of my staff, were as follows:

Mr. Jose' Martel, in charge of---
Course I. Sec. A, daily
" II. Sec. A. daily
" IV. daily
" VI. Sec. B. 2 hours.

Miss Rosalia Cuevas, in charge of---
Course I. Sec. B, daily
" II. Sec. B, daily

Miss Evangeline Ben-Oliel, in charge of---
Course I. Sec. C, daily
" II. Sec. C, daily

Miss Lucila Mercado, in charge of---
Course I, Sec. D, daily
" II. Sec. D, daily

The Director of the School was in charge of Courses 3 & 5, daily, and of Sec. A. of Course 6.

As already stated, no executive, administrative or clerical work was assigned to any instructor.

IV. THE SCHEDULE OF RECITATIONS.

With the exceptions below indicated, the periods assigned in the Prospectus to the various courses were retained, and the schedule of Recitations for the School was as follows:

7.45	Course I. Elementary Spanish Secs. A.C. & D. daily		Course III. The teaching of Spanish (changed from 10.15) daily.
8.45	Course I. Elementary Spanish Sec. B. daily.		Course IV. Spanish Literature Daily.
10.15	COURSE II. Conversational Spanish All Sections Daily.		
11.15	Course V. Latin-American Geography and Industries. Daily.		
1.30	Course VI. Pronunciation and Intonation. Both sections. Tuesdays & Thursdays.		

Course III was changed from 10.15 to 7.45 so as to enable the students taking it to attend the recitations in Course II.

The hour for Sec. B. of Course I. was changed from 7.45 to 8.45 because several of the students in the section were unable to attend the first hour.

As finally arranged, the schedule worked our satisfactorily.

V. THE COURSES OF INSTRUCTION.

The courses of instruction offered in the Prospectus were carried out to the letter. More than this, as soon as I saw, the very day of the registration, that there was a great demand for conversation, I increased the number of recitations in Course II,

Conversational Spanish, from three to five hours per week. And when, after the first week, I saw that the one great need of the students was drill in practical phonetics, I established an additional course, designated Course VI, Pronunciation and Intonation, composed of two sections; one, Section A, under my charge; and the other, Section B, under Mr. Martel. The popularity of this additional course was made manifest immediately upon its announcement, as shown by the fact that the great majority of the students in the School enrolled in the course, and those not enrolled attended as auditors.

As for the other courses, the work in every one of them was done, both on the part of the students and of the instructors, as intensively as possible. Thus, at the end of the session, it was the consensus of opinion among the students that they "got more than was promised in the catalogue."

Taking each course in detail, we have:

Course I. Elementary Spanish. Daily.
Composed of Four Sections.

Section A.	Mr. Martel.
Section B.	Miss Cuevas.
Section C.	Miss Ben-Oliel.
Section D.	Miss Mercado.

Number of students enrolled- - - - - -39
Numbers of auditors- - - - - - - - - - 2

omit

Course II. Conversational Spanish.
Daily. (Increased from 3 to 5 hours per week.
Composed of Four Sections.
Section A. Mr. Martel.
Section B. Miss Cuevas.
Section C. Miss Ben-Oliel.
Section D. Miss Mercado.

Number of students enrolled- - - - - - -50
Number of auditors- - - - - - - - - - - - 4

NOTE: In Courses I and II, sections were graded as follows:
Section A. Advanced.
Section B. Intermediate.
Sections C & D Beginners.

Course III. The Teaching of Spanish.
Daily. Under Mr. Lacalle.
Number of students- - - - - - - - - - - - 11
Number of auditors- - - - - - - - - - - - 3

Course IV. Spanish Literature.
Daily. Under Mr. Martel.
Number of students- - - - - - - - - - - - 24
Number of auditors- - - - - - - - - - - - 6

Course V. Latin-American Geography & Industry.
Daily. Under Mr. Lacalle.
Number of students- - - - - - - - - - - - 20
Number of auditors- - - - - - - - - - - - 22

In this course, instead of the regular morning lecture, of the last day of each week, Friday, an illustrated lecture was delivered at 8.00 P. M. on the countries covered during the week. These illustrated lectures constituted a distinctive feature of the Spanish School and were attended by practically all the Spanish students and also by Students from other schools.

Course VI. Pronunciation and Intonation.
Tuesdays and Thursdays, 1.30
Section A. Mr. Lacalle.
Section B. Mr. Martel.
Number of students- - - - - - - - - -52.
Number of auditors- - - - - - - - - - 5

With the exception of the explanations necessarily given in English in the Elementary classes, all lectures and recitations were conducted in Spanish exclusively.

Although the examinations were held on the 7th, 8th and 9th of August, the recitations continued until Friday, the 10th when the session was closed.

VI. EXAMINATIONS.

The examinations were held for the various courses as follows:

Course I, Tuesday, August 7th.
Course II. " "
Course III, Wednesday, August 8th.
Course IV. " "
Course V. Thursday, August 9th.

There was no examination for Course VI., no credits being allowed therefor.

The examinations for Courses I, II, and IV.were written; those for Courses III.and V. oral.

It should be remarked, that, this being the first year of the School, the tests and grading in these examinations were not as severe as they should be, and as in fact they shall be in succeeding sessions, for the sake of establishing a high standard for the Middlebury Spanish School.

The grade cards, duly filled in, were filed with the Office of the Director of the Session on Friday the 10th, and thus the work of the School was completed for the session.

VII. OUT-OF-RECITATION ACTIVITIES.

The lodging of Spanish students in different and widely separated buildings throughout the Campus, the shortage of instructors, and the presence of so many beginners, were the three main obstacles in the way of the activities out of class periods, and in no other phase of the life of the School were these obstacles more intensely felt,—as an ever present danger to the success of the School,—than in the very important aim of maintaining a Spanish atmosphere, the principal means for which being the constant use by all students of no language other than Spanish.

Thus, the task and the responsibility of the Director of the School were increased to a large degree, and still more, by the fact that the burden of such task and responsibility had to be carried absolutely single-handedly. Consequently, many shortcomings in this respect were unavoidable.

Nevertheless, and in spite of the complaints and criticisms on the part of some students, I believe that these obstacles were to some degree overcome, and as a whole, the social life of the students was made both profitable and pleasant. To this end, from the second week of the session, I had a program of activities made for each week, which was carried out religiously, consisting mainly of:

Spanish Songs on Sundays,

Open air readings on Mondays and Wednesdays.

Forfeit games on Tuesdays.

Soirées on Thursdays (with readings, songs, etc.)

Illustrated lectures on Thursdays.

Excursions on Saturdays.

Besides these regular activities, the School gave an entertainment on Tuesday, July 9th, in which a collection was made, the proceeds of which, Twenty-three Dollars and Fifty Cents, were turned over to the Middlebury representative of the American Red Cross.

On Saturday, July 28th, an entertainment was given in honor of the Director of the Summer Session and Mrs. McFarland, and a Spanish play and dance, on Thursday, August 9th.

Special mention should also be made of the excursion and pic-nic to Lake Dunmore on Saturday, July 21st, which was so enjoyed by all those participating that practically everyone was reluctant to return on the first trip.

The Spanish songs proved to be a favorite activity for many of the students, who considered them of great practical value for class-room use.

The open air readings were likewise popular and highly profitable and enjoyable to the students. In one instance the open air lecture on Cervantes and reading of paragraphs of Don Quixote, delivered by the Director of the School on Monday, August 6th, was, by request of the students, delivered again the following day.

Spanish conversation in the dining hall was not maintained to the desirable point, but this was due, first, to the unavoidable absence of instructors at some table every meal, and, second, to the students themselves, who (refused to speak Spanish, some because they were beginners, and others, because, as they said, it was too much of a strain for them to express themselves in a foreign language while eating their meals. It was therefore, unfair on the part of some of the students who complained about this laxity, to attribute it to the Director or to the instructors.

Spanish conversation was enforced in so far as possible under the adverse conditions which were evident and unavoidable from the very day of the opening of the session.

As to the Illustrative Material, I believe that, in comparison to the other language schools, the Spanish School was better equipped, even though our collection was not a large one. Thanks are due to the Pan-American Union, Washington, D.C., for the numerous publications furnished the school, which were of immense value to the students enrolled in the Latin-American Course.

In the carrying out of these activities, my time and attention were taxed to the utmost, as I had in person to attend to every detail, such as rehearsing the songs and conducting the music, rehearsing the play, making the arrangements for the entertainments, getting up the weekly programs, etc.

VIII. THE SPANISH CLUB.

In accordance with the Prospectus, the student body was organized into a Spanish Club, with Mr. Henry J. Skipp as President, Miss Maud I. McPherson as Secretary, and Mr. Wayne M. Haller as Treasurer.

As originally proposed, the purpose of the Club was "to afford ample opportunities for the practical application and use of the students' knowledge of the language, and to promote intellectual and social intercourse among the members." But there was from the start, first, a lack of interest among the members in the Club as such, and consequently in its aims; and, second, a tendency on the part of the President of the Club, to become a power in himself within the School. For instance, this tendency made itself manifest in the arrangements for a proposed excursion to Ausable Chasm, on which occasion, the President of the Club tried to act independently from the Director of the School. It was thus that the Club came to exist only by name.

An Entertainment Committee of the Club was appointed, for the purpose of arranging and carrying out the social activities of the Club, which committee rendered the Director valuable help in that respect, specially three of its members, to wit: Mrs. I. M. Day, who was the Chairman of the Committee, Miss Bertha A. Merrill, and Mr. Wayne M. Haller. The initiative, enterprise and activity of these three members of the Committee in their respective duties were of actual assistance to the Director of the School.

On the whole, this summer's experience has shown that it is unnecessary and inadvisable to have the School organized as a Club, and, therefore, the practice shall be discontinued next summer.

IX. RECAPITULATION.

To sum up:

(1) The Enrollment in the Spanish School was by far the largest of all the schools in the session, and exceeded the most sanguine expectations.

(2) The Work of Organization was carried out as successfully as was possible under the existing obstacles, and the daily routine of the School was duly systematized and maintained without a hitch.

(3) The Members of the Teaching Staff, with the exception referred to under the respective heading, rendered their services faithfully and efficiently, thus winning the praise and commendation of the Director and of the students as well.

(4) The Courses of Study were so conducted that, as the students themselves put it, "they got more than was promised by the Catalogue". The work done was so intensive that some students felt they were overworked.

(5) The Examinations were not so rigid both as

to test and grading, inasmuch as this was the first year of the school, and I, thus, deemed it advisable to dismiss the students with the feeling that they themselves did splendid work.

(6) The Out-of-Recitation Activities, in comparison with those of the other schools and in spite of disadvantageous conditions, were numerous, varied, enjoyable and profitable.

(7) The Spanish Club as such was unnecessary.

Whatever may have been the success of the first session of the school, I am the first one to realize, as I clearly do, that there were many deficiencies and shortcomings, which I am bearing constantly in mind, so that they may be overcome next summer, with a view to improving the School in every particular and in every respect. No efforts shall be spared in this direction.

X. THE OUTLOOK FOR NEXT SUMMER.

The Spanish language has at last come to the front. It has now placed itself side by side with French and German, and, possibly, on account of present conditions, will even supplant the latter, for some years at least. This rise has been so sudden that it

has caught the language teachers wholly unawares and, consequently unprepared. In other words, the demand exceeds the supply. There is not in the country a sufficient number of competent teachers of Spanish and so great and insistent in the cry for Spanish in the high schools that they are now resorting to almost anybody. This situation is aggravated by the fact that, in comparison with French and German, the teaching of Spanish is at least fifty years behind. The text-books are inadequate, the teachers poorly equipped professionally, and nothing has been done in Spanish methodology and practical phonetics. But, for this very reason, the situation is full of possibilities, and offers a wide and fertile field for pioneer work.

On account of the large demand for Spanish in our schools and of the insufficient supply of teachers, the rush of students to Spanish summer schools next summer will be a large one, not to say enormous, and the School which can offer the most practical courses and the best conditions as to work, life and atmosphere, will, of course, be the winner.

Middlebury should and can have the best summer school for training teachers in Spanish. It is admirably situated geographically and climatically; it has excellent dormitories; the board furnished cannot be duplicated for twice the price now charged.

These conditions could hardly be found elsewhere in the country. If to these already existing important and auspicious features, we add a good teaching staff, practical and attractive courses of study, a faithful reproduction of Spanish atmosphere, profitable and enjoyable social activities, and a high standard, all under an able, energetic and resourceful management, we could produce the best Spanish School in the country. I believe we have the material necessary, and should begin laying out and perfecting our plans at once, so that everything may be deliberately and minutely thought out; with plenty of time ahead, mature reflection could counterbalance the over-enthusiasm with which the bright outlook may fill our spirit, and thus, whatever now under the light of our enthusiasm may appear good, could be shown impracticable or inadvisable, after being carefully weighed in the scale of reflection and judgment. It is not too soon to begin. To this end, I am already laying out my plans for next summer, and the success of the Spanish School is the greatest concern which now is, and until that aim is accomplished, will be absorbing my best attention and efforts. My efforts are stimulated at the same time by the feeling that I can count on the indispensable support and cooperation of the Director of the Summer Session.

XI. RECOMMENDATIONS.

As a result of this summer's experience and of my observations, some ideas have occurred to me, which I take the liberty to set forth in the form of recommendations.

1. Grading of the Students. Inasmuch as, in all probability we must accept beginners for next year (since a greater number of teachers of German will be shifting to Spanish), and also in order to facilitate the classification of all students into sections, it is advisable that the Prospectus of the Spanish School should contain a blank, similar to that of the German School to be filled in by the student and returned to me direct. Thus, by the time I go to Middlebury to open the School, the grading of students into beginners, intermediate and advanced, their distribution into sections and the table arrangement, will all have been fixed beforehand. A great deal of work, time and confusion would thus be saved.

2. Discipline. The success of an educational institution, whatever its nature, depends to a very large degree on the maintenance of discipline among its students.

The success of the first session of the Spanish School was in some instances threatened on account of the lack of proper means to maintain discipline, besides the causes originating from the disadvantageous conditions already mentioned. As an illustration, suffice it for me to cite a few of these instances:

When Miss Mercado arrived to take charge of her courses, several of the students assigned to her sections refused to change, others were even rude to me, and still others, after attending one or two of Miss Mercado's recitations, went back to their former sections without previously obtaining my permission to do so.

On another occasion one of the Spanish students had, without previously consulting the Director, made arrangements to board in the German School, and to room with a German student.

In repeated instances, certain Spanish students attended pic-nics, lectures and entertainments of another school, thus absenting themselves from similar activities in the Spanish School

A number of students refused expressly to use Spanish at the table or outside the recitation hours.

A group of students in the School, through outside influences, formed a clique to conspire against the constituted authorities of the Summer Session and of the School.

Such occurrences must not happen hereafter. In my opinion one of the best means of maintaining discipline in a School which, like the Middlebury Spanish School, is composed mainly of students who are themselves teachers, is to make the students see

that an act of indiscipline on their part would make them liable to dismissal. Perhaps the insertion of a paragraph like the following, in the application blanks, would serve this end:

"The Director of the Summer Session and the Director of the Spanish School reserve the right to refund to a given student the unused part of the amount paid for tuition and board in the event that such student be requested to leave before the end of the Session."

3. Publicity. It goes without saying that the widest possible publicity should be given to the Spanish School of 1918. To this end I recommend:

(a) That the Director of the School be allowed a fund, to be determined later, for travelling and subsistance expenses for attending in person the more important conventions and meetings of language teachers to be held during the fall and winter. It is my purpose to read original papers (on the subject of teaching Spanish) at some of these conventions, and it is my firm belief that by so doing I avail myself of one of the most effective means of advertising the school. My participation, in my capacity as Director of the School, in such meetings would place me in direct and personal contact with prospective students.

(b) That the preliminary announcement for the Spanish School be ready for distribution by November, 1917, at the latest,

so that I may distribute copies when I attend the teachers' conventions. It may be advisable to print the announcement for the Spanish School separate from that of the other Schools.

(c) That the Prospectus for the Spanish School be ready for distribution not later than March 1st. By so doing we would (1) bring the school to the attention of summer students before other schools; (2) increase our mailing list materially, with new names furnished by those first receiving the prospectus; (3) be enabled to keep after those not answering, by sending them a series of effective follow-up circulars; (4) reach with plenty of time teachers in the remotest parts of the country; (5) bring the School to the attention of teachers before they begin making plans for their summer activities. Other advantages from the earlier distribution of the prospectus are obvious.

(d) That the Prospectus for the Spanish School be printed separately from that of any other school.

(e) That advertisements be placed in all modern language periodicals published in the country. I believe that, for our purposes, advertising in publications other than professional is useless.

(4) The Mailing List. For our purposes, direct advertising is, if I am not mistaken, the most effective, and in order that our mailing list be as large and complete as possible, I would suggest the following means:

(a) To address a circular to the old students in the School, requesting them to furnish us with the names of persons who in their opinion would be interested.

(b) To request the U. S. Commissioner of Education to furnish us with a list of the High Schools in the U. S. where Spanish is taught, so that we may, in turn, send copies of the Prospectus and other advertising literature to the teachers of Spanish in those schools.

(c) In default of such a list, to send our advertising literature to all High Schools in the country, or to as many as possible; at least to all High Schools in the New England and Middle States, and possibly the Southern States also.

(d) To request the different educationsl publishing houses that edit Spanish texts to furnish us with their mailing lists of Spanish teachers, calling to their attention, as an inducement, the fact that the Spanish School of Middlebury, being a training school for teachers, will serve to bring to the attention of the students the different Spanish text-books published in the country.

(e) One of the best mailing lists we could secure would be the list of members of the American Association of Teachers of Spanish, which has over six hundred members. But I fear that the only way we could secure this list would be through getting Dr. Alfred Coester, the Secretary of the Association, interested in

the School. For this reason mainly, I am considering the advisability of offering Dr. Coester a position in my staff, as a lecturer on Spanish-American Literature, on which subject he is an expert.

(f) The Spanish School Prospectus should also be sent to all students who took courses in the French and the German Schools, as a number of these students have expressed to me their intention of enrolling in the Spanish School next summer.

5. The Staff. Heretofore, the practice in the Middlebury language schools has been mainly to have the instructors not only in charge of their courses, but also, of maintaining the conversation out of class periods, thus being burdened with the work of correcting and of entertaining the students. In the case of the Spanish School last summer, these out-of-recitation duties fell, not so much on the instructors, as on the Director of the School himself, who had not only his executive duties and responsibilities to attend and his lectures to give, but in fact, every detail, however small, had to be looked after by himself. It is indeed hard, if not impossible, to try to please everybody and to attend to every duty.

In the first place, the head of the School, above all others, should be relieved of all such weariness so that he may be able to concentrate his attention to the efficient manage-

ment of the School; in the second place, the instructors should also be free, as much as possible, from duties outside of their courses. I therefore suggest that the personnel of the School be constituted as follows:

(a) The Director, who shall be charged with the management of the School and the conduct of his courses.

(b) One office secretary, who shall attend to the clerical work and such duties as may be assigned to him by the Director. For this position the services of some student could be secured in return for tuition and board expenses.

(c) One social secretary, who shall have charge, under the supervision of the Director, of all out-of-recitation activities, of a social nature, such as entertainments, excursions, etc.

(d) One music secretary, who, under the supervision of the Director, shall have charge of selecting, conducting and rehearsing the music and songs. The music secretary should be a native woman well versed in Spanish national and folk music. Besides her regular duties, she may also be given charge of a group of students for conversational purposes.

(e) Three or four professors (male), besides the Director, each an authority in his respective subject, for the higher courses.

(f) Such number of Instructors (female), according to the number of students enrolled, for the grammar and conversational courses. These instructors may also have charge of groups of students for conversational purposes.

(g) Such number of conversation assistants (female), according to the number of students enrolled, each of whom shall be in charge of a group of students after class periods. Their duty shall be to direct and maintain Spanish conversation in their respective group and render such individual assistance as the students may need.

The exact number of professors, instructors and conversation assistants is, of course, dependent upon the registration in the school.

As a tentative basis for discussion, the following estimate might be made;

From the present outlook, one hundred and twenty students for the next session of the School is a conservative estimate.

If such be the registration, there would be required at least five instructors for the grammar and the conversational courses, inasmuch as each of these two courses would have to be divided into five sections of from ten to fifteen students, according to the number of students taking the courses.

Dividing the one hundred and twenty students into groups of eight students in each, we would have fifteen groups. Of these fifteen groups, one would be in charge of the music secretary, five under the five instructors, and the remainder under the Conversation assistants, the number of which would, therefore, have to be nnine.

If the higher courses finally decided upon should be, as I now propose, six, two of which would be under the Director of the School, the number of professors required would be four.

To sum up, the estimated personnel, on the basis of one hundred and twenty students, would be:

1 Director.
4 Professors.
5 Instructors.
9 Conversation Assistants.
1 Office Secretary.
1 Social Secretary.
1 Music Secretary.

22.

6. Terms. (Tuition, registration fees, and board). Inasmuch as the students, if my recommendations as to the staff and improvements are approved, will be getting the best instruction possible in any summer school, we would be perfectly justified in raising the tuition and registration fees. Practically all colleges and universities which maintain summer sessions have increased their fees. In Columbia, for instance, the tuition fees were raised last summer from Five Dollars per point, (credit), to Six Dollars, so that a student working for six credits, the maximum allowed per summer session, (i.e., three daily courses of two credits each), had to pay Thirty-six Dollars, plus Five Dollars registration fee, a total of Forty-one Dollars.

I recommend that the tuition fees be raised, for all schools, from Thirty Dollars to Forty Dollars, plus the usual registration fee of Five Dollars, making a total of Forty-five Dollars.

As to the rates for board, I believe that those now charged at Middlebury are extremely reasonable, expecially if the excellent quality of the board is taken into consideration. On the other hand, the increased prices of food-stuffs is, indeed, by itself, a very good reason for raising our rates for board.

7. Salaries. I recommend that the salaries for the various members of the staff be as follows, for the session of 1918

The Director, $350 with room and board.
One Professor $250 with room and board.
Three professors at $200 with room and board.
Five Instructors at $100 with room and board.
Nine conversation assistants at $50 with room and board.
One social secretary $100 with room and board.
One music secretary $100 with room and board.
One office secretary, tuition and room and board.

Whenever possible, of course, I will endeavor to secure the services of competent instructors and assistants for less, although this is doubtful, and for the sake of expediency I deem it advisable that I be authorized beforehand to appoint the various members of the Staff on the basis that may be finally decided upon.

The principle on which the German School has been able to secure instructors at a low compensation,-that of counting on the willingness of young teachers to accept a position at such low salaries, merely for the sake of experience and the honor of being connected with the School--is not a very sound one, for, while it is true that said school has been able to get native

teachers, the quality of their instruction could not have been very good, for the simple reason that they lacked the teaching experience so necessary to a school where students are themselves teachers, some of them with many years of experience.

The German School has been very successful mainly because of its ability to extablish and maintain a strictly German atmosphere. A similar atmosphere shall be maintained in the Spanish School next year when it is to be housed in a single building. If to this important feature, we add a high-class teaching staff to conduct practical and valuable courses of study, thereby affording a very excellent kind of instruction, we could produce the best Spanish Summer School in the country.

The outlay entailed by such a staff with the salaries recommended, may at first seem a large one. In fact, it is not. In the first place, it would be only fifty per cent of the revenues from tuition fees alone, (on the basis of one hundred and twenty students); in the second place, the salaries proposed are really less than should be paid the teachers of the kind I shall endeavor to engage, and, finally, we should not spare any reasonable and justified expense, however large it may seem,to make the Spanish School of 1918 a decided success, for, most certainly, the reputation of the School in future years will be largely dependent upon the quality of our work next summer.

The main reason why I recommend that room and board be furnished in addition to salary, is that such an addition makes

the offer more attractive.

8. The Courses. The plan of courses requires the most dareful consideration and deliberation. It shall be submitted in due course of time.

9. The Schedule of Recitations. In order that there may be a greater number of class periods, and that all should be in the forenoon so as to leave the afternoon free for study and out-of-recitation activities, I recommend that the length of class periods be shortened from sixty to forty-five mintues, and the Chapel period be changed from 10.15 to 7.45, so that it shall not interrupt the regular trend of the recitations; the Chapel period might also be shortened fifteen minutes.

Tentatively, I propose the following schedule:

Chapel-------7.45-8.00
1st Period---8.15-9.00
2nd Period---9.00-9.45
3rd Period---9.45-10.00
4th Period--10.00-10.45
5th Period--10.45-11.00
6th Period--11.00-11.45
7th Period--11.45-12.00

We would thus get three more periods, and thereby accomplish more and better work, as undoubtedly a period of sixty minutes is too long and somewhat tiresome for both teacher and pupil.

10. Illustrative Material. Arrangements for gathering a very complete collection of realien articles, should be started as soon as possible, so that we may have plenty of time to order from abroad such material as may not be obtainable in this country. To this end, I am preparing a list for submission to the Director of the Session.

11. Other Recommendations shall be made as they may suggest themselves to me from time to time.

Before closing this report, it is with pleasure that I express to the Director of the Summer Session my sincere and deep gratitude for his uniform cooperation and support.

Very respectfully yours,

J. Moreno-Lacalle, U.S.N.A.

Director of the Spanish School.